

WEST END ELEMENTARY

314 Pelzer Highway
Easley, South Carolina 29642

GRADES K-5 Elementary School

ENROLLMENT 623 Students

PRINCIPAL Katherine W. Holcombe 864-855-8165

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
9

Good
59

Average
23

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

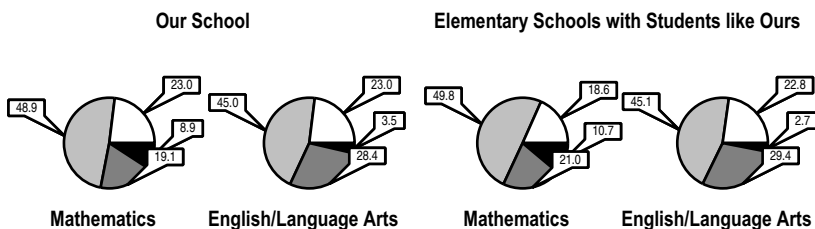
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 44 | 105 | 81 |
| Percent satisfied with learning environment | 84.1% | 88.5% | 78.5% |
| Percent satisfied with social and physical environment | 79.5% | 76.9% | 60.3% |
| Percent satisfied with home-school relations | 58.1% | 92.4% | 77.9% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 313 | 99.7 | 23.0 | 45.0 | 28.4 | 3.5 | 31.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 158 | 99.4 | 29.7 | 47.8 | 21.0 | 1.4 | 22.5 | 17.6 |
| Female | 155 | 100.0 | 16.7 | 42.4 | 35.4 | 5.6 | 41.0 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 241 | 99.6 | 21.1 | 42.6 | 31.8 | 4.5 | 36.3 | 17.6 |
| African-American | 54 | 100.0 | 30.6 | 57.1 | 12.2 | N/A | 12.2 | 17.6 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 17 | 100.0 | 30.0 | 40.0 | 30.0 | N/A | 30.0 | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 249 | 100.0 | 14.0 | 48.5 | 33.6 | 3.9 | 37.6 | 17.6 |
| Disabled | 64 | 98.4 | 62.3 | 30.2 | 5.7 | 1.9 | 7.5 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 313 | 99.7 | 23.0 | 45.0 | 28.4 | 3.5 | 31.9 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 11 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 302 | 99.7 | 22.5 | 45.3 | 28.6 | 3.6 | 32.2 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 190 | 99.5 | 31.9 | 46.9 | 20.0 | 1.3 | 21.3 | 17.6 |
| Full-pay meals | 123 | 100.0 | 11.5 | 42.6 | 39.3 | 6.6 | 45.9 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 313 | 100.0 | 23.0 | 48.9 | 19.1 | 8.9 | 28.0 | 15.5 |
| Gender | | | | | | | | |
| Male | 158 | 100.0 | 21.0 | 53.6 | 14.5 | 10.9 | 25.4 | 15.5 |
| Female | 155 | 100.0 | 25.0 | 44.4 | 23.6 | 6.9 | 30.6 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 241 | 100.0 | 17.9 | 49.3 | 22.0 | 10.8 | 32.7 | 15.5 |
| African-American | 54 | 100.0 | 42.9 | 51.0 | 6.1 | N/A | 6.1 | 15.5 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 17 | 100.0 | 40.0 | 30.0 | 20.0 | 10.0 | 30.0 | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 249 | 100.0 | 19.2 | 49.3 | 21.4 | 10.0 | 31.4 | 15.5 |
| Disabled | 64 | 100.0 | 39.6 | 47.2 | 9.4 | 3.8 | 13.2 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 313 | 100.0 | 23.0 | 48.9 | 19.1 | 8.9 | 28.0 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 11 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 302 | 100.0 | 22.5 | 49.3 | 19.6 | 8.7 | 28.3 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 190 | 100.0 | 31.3 | 48.8 | 14.4 | 5.6 | 20.0 | 15.5 |
| Full-pay meals | 123 | 100.0 | 12.3 | 49.2 | 25.4 | 13.1 | 38.5 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 86 | N/A | 14.0 | 39.5 | 44.2 | 2.3 | 46.5 |
| | Grade 4 | 101 | N/A | 19.0 | 46.0 | 34.0 | 1.0 | 35.0 |
| | Grade 5 | 99 | N/A | 23.5 | 54.1 | 22.4 | N/A | 22.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 104 | 100.0 | 20.0 | 42.2 | 28.9 | 8.9 | 37.8 |
| | Grade 4 | 98 | 99.0 | 20.5 | 47.7 | 30.7 | 1.1 | 31.8 |
| | Grade 5 | 111 | 100.0 | 27.9 | 45.2 | 26.0 | 1.0 | 26.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 86 | N/A | 25.6 | 41.9 | 19.8 | 12.8 | 32.6 |
| | Grade 4 | 101 | N/A | 26.0 | 45.0 | 16.0 | 13.0 | 29.0 |
| | Grade 5 | 99 | N/A | 36.7 | 43.9 | 15.3 | 4.1 | 19.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 104 | 100.0 | 17.8 | 38.9 | 28.9 | 14.4 | 43.3 |
| | Grade 4 | 98 | 100.0 | 28.4 | 52.3 | 14.8 | 4.5 | 19.3 |
| | Grade 5 | 111 | 100.0 | 23.1 | 54.8 | 14.4 | 7.7 | 22.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 623) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 4.5% | No change | 2.8% | 2.4% |
| Attendance rate | 96.2% | Down from 96.3% | 95.9% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 14.3% | Down from 14.6% | 16.1% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 10.7% | Up from 9.4% | 9.0% | 8.0% |
| Older than usual for grade | 1.0% | Down from 1.4% | 1.0% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 44) | | | | |
| Teachers with advanced degrees | 59.1% | Up from 57.8% | 50.0% | 50.0% |
| Continuing contract teachers | 100.0% | Up from 95.6% | 88.0% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 94.0% | Up from 88.3% | 88.1% | 86.2% |
| Teacher attendance rate | 96.2% | Up from 94.9% | 95.2% | 95.3% |
| Average teacher salary | \$43,504 | Up 4.8% | \$39,856 | \$39,909 |
| Prof. development days/teacher | 12.3 days | Up from 11.4 days | 11.2 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio | 19.1 to 1 | Up from 17.4 to 1 | 19.2 to 1 | 18.9 to 1 |
| Prime instructional time | 91.6% | Up from 90.7% | 89.8% | 89.7% |
| Dollars spent per pupil* | \$6,356 | Up 9.8% | \$5,825 | \$5,892 |
| Percent spent on teacher salaries* | 69.5% | Up from 68.0% | 65.5% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

West End Elementary School serves a diverse population of 650 students in kindergarten through fifth grade. The school's mission statement is "West End Elementary School, in cooperation with home and community, will provide all students a strong educational foundation encouraging personal and academic excellence through creative and quality learning experiences." Parents, teachers, and staff of West End strive to form a strong team for our students. The PTA and business partners are supportive of the mission of the school. Parents participate in school activities by volunteering or attending parent workshops. Additional play spaces and equipment were installed as the PTA focus during the 2002-2003 school year. Construction began on a 22 classroom and office addition.

The school staff has studied test results, the state curriculum standards, and SACS information to determine strengths and weaknesses of West End students and the curriculum. School performance in mathematics, specifically problem solving and money, is a weakness. Academic Plans for Students are written to address student weaknesses and an improvement plan has been designed to address school deficiencies through staff development and curricular changes. The school will be facing budget cuts, larger class sizes, and the loss of Title I Funding.

During the 2002-2003 school year, West End had a variety of programs available for students. Included are English for Speakers of Other Languages, Reading Recovery, Accelerated Reader, citizenship and character education programs, Title I Reading, an afterschool remediation program, classes for gifted and talented students, a computer lab, literacy and health fairs, career days, student tutors, small class sizes, and programs for special learners. Other services included a nurse, school psychologist, guidance counselor, and coordination with community agencies through programs such as the School Intervention Program (SciP) and Therapeutic Child Treatment.

Students are recognized for special achievements through honor rolls, student of the month, as flag and crossing patrols, attendance incentives, and an annual awards program. Students participate in a music festival, art show, science fairs, and in various literary and poster contests. Field trips, service learning, community projects and grant implementation expand the curriculum.

Striving to improve professionally, teachers develop their own plan for professional growth with numerous teachers attending extra workshops, HUB training, and conferences. The school has emphasized training on Standards in Practice, Curriculum Mapping, and Character Education. Four teachers are nationally certified.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.